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# Non-Education at Universities in Slovak Republic

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### Abstract

In this article are described the basic assumptions for development of non-education at universities. Non-education is not only a simple lack of education, but very intense dealings with leadership out of the sphere of education. Non-education is not an individual failure or result of fail in educational politics, but is an inevitable consequence of capitalization of the spirit. In this article are described the basic assumptions for development of non-education at universities and their implications in today's society.

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### 1. Introduction

Education is a process, in which individual society values are reproduced and while allowing each person to elevate from the state of the original anti-social egoism to higher state of conscious and voluntary discipline. Without this gregarious life would not be possible. Collective interest is the higher value than individual interest (Keller, 2008, p. 32). Education facilities where always the opposite to the life-necessity institutions.

Places like these are not in need of life necessity, therefore are the places of freedom, because those, who are creating them (like teachers and pupils) are not exposed to usefulness pressure and relevance of experience, close to real life, in other words it where the places of contentment. The school which was not the place of contentment ceased to be a school. It became only life-necessity institution, in which only projects, practice, experience, personal contacts and excursions dominates. There's less time for thinking. (Liessmann, 2008, p. 44)

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The education is value all by itself, not only for its characteristic and better, more effective producing, better chance for employment, status in society. Today we can say education is needed for not to stay unemployed. Age-old desire of mankind to know, to reveal secrets of nature and society is connected with the pleasure of knowing and it could fill the meaning of mankind existence. Education in nature and technical knowledge cannot be placed above the social education.

The education cannot be standardized. Every attempt in the world that wants to make the desire what is less or more important to know leded to distortions in the management. The way that the university education is deformed by use of standardizing their education systems (the Bolony process). Universities are not factories for graduate mass-production, like automotive or food production. The unification of universities education system (credit system, which allows students to move to different university) means the end of creativity in humanitarian and social disciplines. In technical and nature disciplines is standardization a part of graduate involvement in economic life, in humanitarian and social sciences means only unification and stagnation.

Education these days is becoming expenditure necessary to save a share of the market. The larger the class of educated labor is and the faster is increasing the number of it, the indispensable imperative that these expenditures in education are becoming (Keller, 2008, p. 76). The students are becoming their forced users, for whose is uncertainty their fate. From the places of contentment, have changed to places for life-necessity. The schools have changed to social elevators and social insurances.

## 2. Non-Education

Non-education is a status, where the idea of education has stopped to meet the normative or regulatory function. The stolen spirit, which has worked along with decorations of education, in which have transformed past education requirements is spiritless defeated. Without spirit, without the attempt to break through massive layer of empiricism and name it based on reflection and self-reflection. Without that what we call the truth as the final border of education. We can no longer talk about proper education. (Liessmann, 2008, s. 49)

Moving away from the concept of education is happening there where its most unexpected – in the centers of education. Indicators of this is from some time realized the movement of so called goals of education on to skills and competence. Those, who declaim the skills of teamwork, flexibility and willingness to communicate for the goals of education, know what they are talking about. They talk about suspension of any individuality, which has been before the actor and recipe for education (Liessmann, 2008, s. 50).

Non-education today is no longer an intellectual deficit, lack of information, defects of cognitive competence, but it is a resignation to attempt to understand anything. The idea of understanding, the basics of every discipline in humanitarian sciences, will last, in best case in political correct phases as the understanding of others as the required tolerance. Otherwise it is just a technology development, which facilitates the control of people and nature, or production of indicators which have nothing to do with the real thing. (Liessmann, 2008, s. 51)

The leadership of educated society is defining apart from the traditional sphere of education. It is not even managing with the stand of half-education. That, what is realizing in the scholar leadership is a self assured non-education. (Liessmann, 2008, s. 51)

The education is no longer serving as a reconstruction of society according to priorities of the public will, but exclusively as a strategy for individuals, seeking for business in a sharp competition with others in situation in which nothing else remains, but their social drop. (Keller, 2008, s. 64)

The half-education, which is in the medial society as an incomplete understanding, was for real an economized education, which has transformed through time to non-education, and on to a general resignation to understanding things.

## 3. The Charts and Ranking

The idea of evaluation and sorting (in charts) was from the beginning united with paradigm of company economics, which has turned the schools and Universities to companies, which can be compared with the use of macroeconomic results. We cannot believe that different charts numbers can provide the real status. The point of every ranking is that things which weren't perceived as directly related are compared as equivalents. The Boss is

who has the power to make one of those charts. Rating agencies have economic rebirths. Places in charts are made basically with less or more transparent criteria via tests, evaluations, sometimes with the help of assessors own feelings, but always very expensive. Everything accusers must be immediately scheduled. And how will the quality look like? By making charts.

Like charts in science, quality of education, quality of school or University. The thing itself is not the point research interest, but only the place in some chart is. The fetishization of charts is a symptom of specific form of non-education – the lack of discretion. The more it is talked on Universities that quality must be provided, the less it comes to real quality, it is only wasting quality in the quantity.

Rating agencies are not willing to inform about contents which is how it's done. They only require quantification. For example the question what is the author writing, is replaced by is the one who's writings are published by producer in the ranking charts.

Energy and strength, which are needed for thinking, are necessarily expended to struggle to be the product published in the company which has a good chart place or any ranking. Today nothing else is talked about than chart places, amounts of investments, indicators, number of absolvents and the percents of student fails, mostly compared to US. Most likely are those quantification procedures, from the company economics. The point of knowing and the level of difficulty are not the case. It is not about knowing, scientific curiosity and academic freedom, it is all about non-education.

#### **4. Evaluation of The Research**

Gaining finances from the extern source is almost every research first choice by evaluation of the research. Especially in humanitarian sciences is extern source rejected, because it is only „occasional research,, because it is not supported or financed from extern sources, and maybe might be declared as un-useful. Specific questions and problems of time, which are never been officially included, rarely found understanding. In doing so, individual responsibility and courage in the frame of researcher's freedom would might have been rated higher as those who are under extern sources of financial sources. That way is quietly and fairly standardizing the science and knowledge itself. So called „excellent projects,, which have been generated by evaluation process, are mostly because of these reasons intellectually on average level. Above it all flies the fetish of internalization spirit, the foreign experiences are declared as the scientific qualification sui generis, the scientific manager flying all over the world is becoming an icon. Mostly when he's tired out of his travels he cannot make his self ideas. There are lots of critics to science on Universities. Dictating parameters of the natural sciences, the projectomania, where declaration request need to be an science project most of the time so extensive in that case not can be realized, the administration, which is also part of the science research. Countless reports of development and building up statistics, counting planned numbers and impacted factors, request forms, requests for finances and donations and their recoveries. Citation cartels decide who to finance and that way decide of the existence of whole scientific institutions. With this comes the falling under political and economic interests.

#### **5. Unilateral Evaluation of Universities**

The negative effect is also the unilateral evaluation of Universities according to scientific work and the degradation of study on to disliked activity. It is a sabotage of the traditional unity of scholarship and research, the mark along which is the University differs from other research and educational institutions. Significantly, for better use of didactic skills, are University professors and teachers send to centers for Business advisories where are they being trained with counselors with bachelor's or master's education, mostly with psychological education. Here are the banal knowledge of the business ideology sold to universities as new way knowledge, from blended learning, diversity management to „balanced leading,,.

## 6. The Bolony Process

Most critics have gone to the Bolony process. The poverty of European Universities is the Bolony. Mainly the introduction of a mandatory three-year bachelor study every university has achieved the level of professional education, which had sense only in the countries, in which don't existed the system of professional Education. It's eliminating the cold way the meaning of University as a place of scientists training for profession, in which presupposes are the unity of research and teaching Liessmann (2008). In the short three-year bachelor study is the internalization only an empty promise. Only full scale master study can offer for the University required level of education. Because this study in the humanities and social sciences is pre-structured, the first victim of the process is the freedom of education. The PhD. Level of education, which is available only for minor students, has the character of scientific study. The unity of teaching and research will be removed from Universities, it will be on the higher level of education (PhD study). Habilitations will continue to lose its meaning, and finally, from the pragmatic reasons, will be removed entirely. Form today's trio – diploma – doctorate – habitation to new one: Bachelor - Master – PhD. The scientific level will lower, the number of absolvents will rise. It seems like the reformators of universities know only one real threat – independent research soul, out of their mind. The concept which has its foundation in nature and technical research is without thinking replaced on other science studies based on competency and work for individual, which are not controlled by norms and research contexts.

## 7. Credits

The credits are not having content equivalent of the study, they have got to compare spent study and working time. Irony is that the old Marx teachings about spent working, which were thrown out by modern economic theories is back. The comparability of studies using credits for example in Budapest, Warsaw, Bratislava and Wien is an illusion. All you have to do then, is to unite the names of lectures, seminars and modules the same everywhere, the learning language will be English and everyone, everywhere, will be studying the same. Then any mobility will be useless. In the Erasmus programs are evening parties the best benefit for scholars. Modularizations in studies mean pressing the lecture to an structural component, which can be randomly combined, which means the end for scientist traditions, dynamics of knowing, understanding and management.

## 8. E-Learning

E-learning and blended learning, sound like magical words from the University's didactics, picked up from low level educational programs or company course, are the target of the highest university teaching innovation. This fact in our environment undoubtedly related to the lack of hi-level education and its development.

## 9. Conclusion

Non-education is becoming a slave to global economics, and with its help, a tool for social power in the world. When is better to be non-educated for most people in the, educated society,, a with its knowledge perform only an economic function as the part of new-aged slavery with motto: Not know more, than it's worth, then those who reach high-education level are becoming more in control. This situation can cause a tendency towards totalitarian tendencies in democratic configurations. This is a dangerous social phenomenon which is anyway intentionally or unintentionally formed. Critics to the educational society have got to be first of the try as a form of general vigilance against the dark corners of social development.

Everyone who is working in the University has a desire: One day without all the outside pressures do what he is employed for – to think, to examine, to experiment and to write.

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